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ABSTRACT

This booklet describes the success of tech prep under the federal school-to-work (STW) initiative and provides case studies showing how schools and businesses are using tech prep to create the world's best work force for the new millennium. The first section discusses the payoff from STW, and the second section describes tech prep. Section 3 focuses on the role of business and the high level of commitment tech prep requires. It also highlights the rewards for businesses, their communities, and young adults. The case studies that follow show how the following employers are involved in tech prep successes: American Honda Motor Co. and Toyota Motor Sales, USA, Inc.; The Boeing Company; Fred Meyer, Inc.; Donaldson Company; Caterpillar, Inc.; Siemens Stromberg-Carlson; Motorola, Inc.; Pratt & Whitney; and Norfolk Public Schools Consortium. Businesses' responses to the question why they chose to participate in educational initiatives are then presented. The following section describes the programs of the five top entrants in the first Exemplary Worksite Learning Award competition, in order from first to fifth place: San Bernardino County Sheriff's Department; Breithaupt Career and Technical Center; Workplace Preparation Initiative; Kentucky Tech: Shelby County Area Vocational Education Center Tech Prep Program; and Ascension Work Force 2000 Work-Based Learning System. A vision for the future is followed by a list of corporate affiliates. (YLB)

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The School-to-Work Payoff

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Turning Students Into Employees: The School-to-Work Payoff

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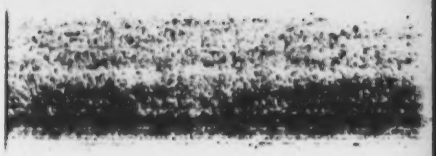

This booklet features examples of the types of business/education partnerships developed by members and corporate affiliates of the National Tech Prep Network (NTPN).

Working with education partners in their local communities, these and other corporations have done much to advance the work component of school-to-work initiatives.

For a list of corporate affiliates, see page 42.

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The School-to-Work Payoff

New and emerging technologies continue to restructure our lives and work, and Americans need the education and skills to successfully compete in the global workplace. They need the ability to apply knowledge in a variety of situations, and the employability skills – communication, problem solving, and team working – that make them desirable employees for any high-performance company.

But traditional secondary and postsecondary education do not adequately prepare students to be desirable employees with a base of knowledge they can apply in a multitude of situations and with good "soft" skills. In fact, this has not even been the mission of schools during the last fifty years.

Generally speaking, schools have been in the business of preparing students for college. (Never mind that 70% of them will either not go to or not finish college.) Now we know that's got to change. Only 20% of the jobs of tomorrow will require college degrees. But 70% of them will require some postsecondary training and education. And all of them will require both head and hand skills.

Fortunately, things are already changing. The federal School-to-Work initiative has cleared the path for schools to seek partnerships with businesses and industries across the nation. Educators in these partnerships have solicited from their business partners the knowledge and competencies they desire in entry-level employees. Then, working in concert, the employers and educators have developed programs and curricula to ensure that the competencies are acquired.

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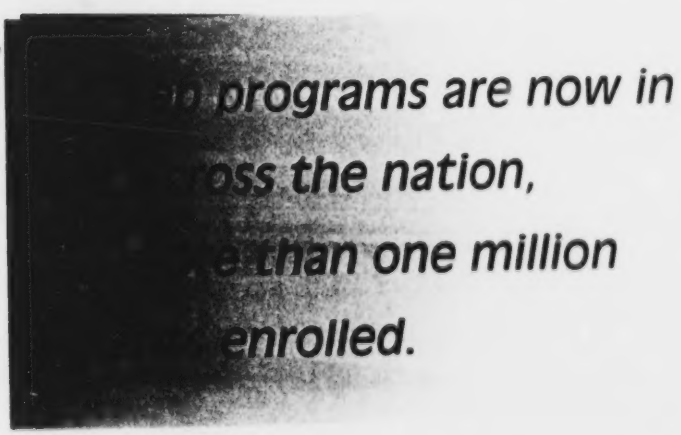
The results have been gratifying. Companies can already see the bottom-line effects: Training and retraining costs are decreased, and entry-level employees come on board with significant skills and competencies, so they are immediately productive.

Preparing secondary and postsecondary students for careers rather than simply for higher education is the strategy: gaining the commitment of business and industry to be partners with educators in *designing and delivering* education is the technique that will make the strategy work.

School to Work pays off, as does one of the many programs that help implement its goals: Tech Prep. Today, more than one million high school students in school districts across the country are enrolled in Tech Prep programs. All fifty states have adopted Tech Prep programs, and thousands of employers participate in consortia nationwide.

This booklet, developed by the Center for Occupational Research and Development, describes the success of Tech Prep under School to Work, and provides case studies showing how schools and businesses are using Tech Prep to create the world's best workforce for the new millennium.



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Tech Prep is based on the premise that good technical education can be provided and attained if students have a solid academic foundation – a thorough understanding of basic math, science, and communications skills.

Tech Prep uses a hands-on approach known as "applied academics" that sets learning within the *context* of work. Academic and technical education are integrated in ways that help students acquire the background and abilities they need to enter the workforce, attain additional technical skills at technical or community colleges, or enroll in four-year college programs. Tech Prep is a winning approach for students, educators, and employers.

Tech Prep involves a new way of thinking about education. It is a program of study that puts all the concepts to be learned into an environment that is work-based; that is, set in the context of work. School is about work, and work is about learning.

In an applied biology/chemistry unit, for example, a student might be introduced to the concept of concentration through a narrative called "Condition Red!" In this narrative, a chemical technician in a textile factory discovers that the concentration of dye in the plant effluent has exceeded levels established to protect human and animal life. Based on a true story told by the featured technician (as are most of the scenarios in the course), the narrative introduces the concept in a graphic and memorable way.

Similarly, in a unit on geometry, students are challenged to find a way to cut an automotive

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body part out of metal in such a manner that the minimum amount of metal is wasted. The students have to map out a problem-solving strategy and use geometric constructions to determine how to do this.

Other courses in a Tech Prep curriculum operate on the same principle. A finance lesson is built around the scenario of a customer wanting to improve the family's existing home. The students must analyze the customer's income and expenditures, and determine how much the family can afford to repay each month. Given that the bank's lending policy allows home improvements to be financed over five years at 9% APR, the students then determine how much the customer can borrow.

School is about work and work is about learning.

The course content is grade level, but the courses are applied courses, and students take an active part in hands-on learning. Before they complete the entire program, students must acquire a core of academic and technical knowledge and skills, and understand how those concepts and skills are used in the world of work. The result is that students no longer ask, "Why do I have to learn this?" Instead, they're more likely to ask, "How do I go about getting into this type of work?"

Tech Prep also helps prepare students for work by having them select a career cluster by the ninth grade, after several years of career orientation. The cluster or career pathway could be one of many areas – health occupations, engineering technology, human services, business and information management, or agriculture and agribusiness, for example. From then on, students continue to build on all their foundational, core subjects, but also take subjects that teach knowledge and skills

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more germane to their interest area.[1] Students are not locked into these clusters, and may transfer into another whenever space is available.

At varying levels of the students' education, different emphasis is placed on the amount of time and effort given to each section of the curriculum. In the final years of schooling, great emphasis is placed on work-*based* skills and knowledge, including work*site* experience.

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[1]For further explanation, see Dan Hull, *Opening Minds, Opening Doors*, 1993, Center for Occupational Research and Development.

The Role of Business

With its work-based approach, Tech Prep requires a high level of commitment from business. But businesses nationwide have found that this commitment reaps great rewards for them, their communities, and young adults. Moreover, employers are finding that Tech Prep is *the* School-to-Work model because it successfully integrates a rigorous academic foundation with hands-on technical education in ways that work for local businesses. That is no surprise. At root, Tech Prep endeavors to accomplish three key missions – all of which are also key to business success.

Tech Prep aims to:

- provide a more competent, flexible workforce
- provide a range of new and better workers for America's employers
- help businesses grow and create jobs.

The business commitment to Tech Prep begins at a planning stage, when a community-based team assesses the educational and employment needs of the community and decides how best to meet these needs. Based on this analysis, local businesses, high schools, and technical and community colleges come together to form a Tech Prep consortium. This consortium identifies ways to help define and implement a local Tech Prep curriculum that will address the community's needs. Finally, the consortium plays a continuing role in reviewing and assessing student progress and program results. More than 1,100 consortia are in place in the United States today, from Seattle, Washington, to Lake Mary, Florida, from Norfolk, Virginia, to Torrance, California, from Frank-

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fort, Indiana, to Honolulu, Hawaii.

Tech Prep is the answer to employers who ask why they can't find ways to work directly with their local schools to address employment needs in the community. Businesses and schools in Tech Prep consortia learn that Tech Prep changes the culture of the community so that businesses and schools become mutually supportive.

The following case studies show how employers are involved in Tech prep successes. As CEOs, human resource directors, or training managers, you will see how you and your company can adopt Tech Prep and make it work for you.

Businesses and schools in Tech Prep consortia learn that Tech Prep changes the culture of the community so that businesses and schools become mutually supportive.

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American Honda Motor Co. & Toyota Motor Sales, USA, Inc.

American Honda Motor Company and Toyota Motor Sales USA, Inc., have recognized the need for entry-level technicians with the basic skills required for the job *and* an ability to learn.

To help their dealers avoid the costs and delays in productivity that result from an untrained or undertrained workforce, these two companies have joined with the National Automotive Technical Education Foundation; the Vocational Industrial Clubs of America; Texas State Technical College – Waco; Waco Independent School District; and the Center for Occupational Research and Development to develop a curriculum that will help train students for entry-level technician jobs in the automotive industry.

American Honda and Toyota Motor Sales have identified the following benefits the partnership will yield:

- savings in the cost of developing a curriculum for training entry-level technicians
- development of high-quality, entry-level technicians who have lifelong learning skills
- ability to attract students who want both a technical career and a college education
- ability to concentrate corporate resources on training technicians in higher-level skills.

To keep current the skills of technicians at the dealerships, American Honda spends over $2.5 million in salary, training centers, overhead, curriculum development, and so on.

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Nationally, Honda and Acura dealers spend over $4.5 million in training. This does not include any productivity losses while technicians attend training.

Similarly, Toyota Motor Sales employs thirty full-time technical training instructors, who deliver over 280,000 hours of training to more than 8,200 Toyota technicians nationwide.

Toyota Motor Sales supports twelve regional training centers and thirty-five satellite training sites. All of these efforts are necessary to keep Toyota technicians current on the latest technical skills required to service Toyota vehicles.

As the policies of both these companies demonstrate, learning is a career-long process.

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The Boeing Company

The Boeing Company realizes that a company with state-of-the-art technology cannot succeed unless its workforce has the skills to use it. Accordingly, its educational objective is to promote and support the development of integrated academic and technical education programs that link secondary and postsecondary schools with local workplaces. In doing this, the company will help develop graduates able to perform entry-level tasks in skilled occupations.

Between 1990 and 1992, in the first phase of its program, Boeing provided seed grants to high school districts throughout Washington to implement applied academic programs. These included Principles of Technology, an applied physics course; Applied Mathematics; and Applied Communication. The company also gave grants to community colleges to create Tech Prep partnerships with high schools and colleges, and started a summer high school educator internship program that provides teachers with an opportunity to gain experience in a workplace setting.

To influence the development of curricula to meet its labor needs, Boeing embarked on Phase II of the Tech Prep program. In this, Boeing and representatives from other industries, labor, education, and state government formed an ad hoc committee to promote and support the development of a Manufacturing Technology Associate Degree program. The committee worked with community and technical colleges to develop standards for the degree within the Tech Prep context. This resulted in state approval of the degree program. A summer internship program for students enrolled in the

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manufacturing technology program was also initiated, along with an enhanced educator internship program.

The company provides student interns with three progressive summer sessions offered after their eleventh, twelfth, and thirteenth academic school years. These sessions allow students to acquire college credit for their work.

In 1993, the 160-hour, paid student summer internship program began with five high schools and twenty-five students. In the summer of 1994, those twenty-five students returned for an intermediate-level experience. Also in 1994, a new class of seventy-five students participated in the internship program, bringing the total participation to 175 students. Plans are to expand the program to 300 students by 1997.

Concurrently, the summer internship program for educators has been expanded to thirty-five educators. For the summer of 1995, Boeing paired educator interns with student interns to develop a one-hour lesson plan, using skill standards developed by the Manufacturing Technology Advisory Group. The third-year summer intern students will assist the educators when the lesson plan is presented at their high schools.

A result of the internships offered to students enrolled in Tech Prep during the school year and aiming for an Associate Degree, the school year has, in fact, been lengthened without costing the schools much money.

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Fred Meyer, Inc.

Fred Meyer, Inc., is a leading regional retailer headquartered in Portland, Oregon, that employs 27,000 people. The company's stores sell a wide range of general merchandise, food, apparel, fine jewelry, and home improvement products.

In 1994, the company established business-education partnerships with several school districts including one through the Oregon Business Council. The company donated money, personnel, and time toward:

- establishing the design and desired results of curricula
- coordinating work-based learning experiences for students
- participating in local and state-wide committees to handle various aspects of education reform, proficiency standards, school-to-work activities, and coordination and implementation of connecting activities.

The company also piloted an exploratory job shadowing activity for twelve students at David Douglas School District in Portland, as well as a four-week exploratory work-based learning experience for ten students at Willamette High School in Eugene.

Job shadowing experiences range from three hours to a full day, and occur in one or more areas of interest in the company. Unpaid structured work-based experience lasts for two hours a day, three days a week, for four weeks. Paid structured work experience can last five to eight weeks, depending on the model.

Four-week paid internships are available to teachers at the secondary level in Fred Meyer stores, offices, plants, and warehouses. Paid

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college-level student internships last from eight to twelve weeks. These are available in areas such as accounting, advertising, and engineering, as well as in store management.

Fred Meyer plans to coordinate all work-based learning experiences at approximately five pilot sites in Oregon. These experiences include:

- job shadowing
- site tours
- mock interviews
- unpaid work experiences
- paid work experiences
- determination of the SCANS competencies needed to do existing jobs, and career exploration tied to a School-to-Work Academy at Mt. Hood Community College. This academy will provide a vehicle for integration of both academic and work-based learning activities for ten schools in east Multnomah County.

Other goals include continuing and refining curriculum development at David Douglas High School and preparing for its implementation; collaborating with agencies to determine guidelines for school-to-work activities for special needs students under the existing Child Labor Laws; and writing company policy and procedures for managers and supervisors to follow in support of school-to-work activity.

The company, in its ongoing partnership with Mt. Hood Community College, also plans to begin the development of a Tech Prep program directed to the retail industry. This program will incorporate the National Skills Standard for the retail industry and will build on student experience gained through completion of their Certificate of Advanced Mastery in the Business and Management area to provide a continuum of education and work-based learning. The Tech Prep program will be able to articulate to a four-year degree program in retail food management already being established at Portland State University.

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The company will provide classroom and parent presentations about education reform and school-to-work activities, and will continue to participate in Junior Achievement activities.

Fred Meyer has been a substantial supporter of Tech Prep. Because of its initiative, several major businesses, local community colleges, and state high schools have become involved. All of them expect to reap rich rewards: a better school-to-work transition for students, and new employees with well-formed work ethics and the skills to meet the needs of today's technologies.

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Donaldson Company

In 1989, Donaldson Company[2] of Frankfort, Indiana, examined its expenditures and discovered that thousands of dollars and many hours were spent on training employees, both entry-level workers and those transferring from other companies and requiring retraining. At just one of its plants, the company spent $144,000 on training and retraining in one year.

After evaluating these data, Donaldson decided it had to improve the caliber of entry-level employees. Realizing the school curriculum was not addressing the issues needed to qualify students as job applicants, company representatives got involved with local schools in several ways.

- They started visiting classrooms and allowing vocational teachers to visit the plant. As a result, they helped rewrite the curriculum.
- They got other businesses interested. Mallory Controls, Frito-Lay, Federal Mogul, and General Seating became involved by giving $20,000 to the program and providing paid internships to five senior high school students per year.
- Donaldson and the other companies participate in career days at the local schools.

In the Mentorship Program, the twenty-five students selected by an evaluation of

[2]Donaldson Company is a worldwide manufacturer of filtration products. The co... product mix includes air cleaners, liquid filters and exhaust products, and acces... heavy-duty mobile and stationary equipment; in-plant air cleaning systems, ... systems, exhaust products for industrial gas turbines, and specialized fil... applications such as computer disk drives, clean rooms, and personal r...

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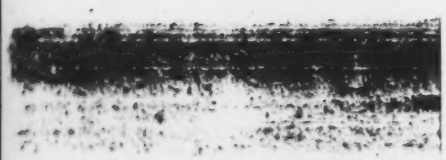

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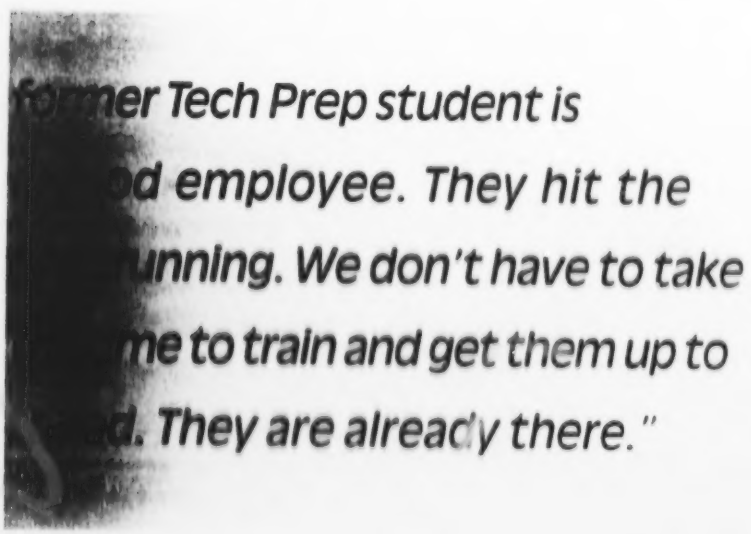
resumes and interviews are assigned mentors, and work four hours a day under their direction. With their mentors, they learn the job skills needed for success in a technical occupation. At Donaldson, students are trained in three departments: production, maintenance, and quality control. After they complete their training, they are given performance reviews by their mentors.

After this, some students go on to a technical college and others apply for jobs. John LeBlanc, Donaldson's Tech Prep coordinator, says the companies scramble to hire their former trainees. "A former Tech Prep student is a good employee," he says. "They hit the road running. We don't have to take the time to train and get them up to speed. They are already there."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Caterpillar Inc.

Caterpillar Inc. is the third-largest U.S. industrial exporter, with sales being equally divided between the domestic and international markets. Caterpillar's plants in the Peoria, Illinois, area are active in Tech Prep partnerships. The company also participates in other school-to-work efforts such as Cooperative Learning.

The Tech Prep partnership at the East Peoria Plant involves the Chamber of Commerce, four high schools, and Illinois Central College, as well as Caterpillar. This plant has a mentoring program that involves thirty students.

In the 1993-1994 school year, the Mossville Plant had twelve students, eight of whom were Tech Prep students. All the students worked fifteen hours a week during the school year and forty hours a week during the summer. They were paid $5.82/hour. Within three to six months of their time with Caterpillar, the students were evaluated by their supervisors, who made a decision about whether the students' performance merited a pay raise.

Both the East Peoria and Mossville plants have made contributions to the program. These efforts have involved the training of students and the provision of opportunities for students and teachers to visit the plants to see what one segment of the manufacturing industry does.

Caterpillar has created a Manufacturing Assistant position for students, which results in their acquiring school credits. The company

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also provides opportunities for employees to visit the schools involved, and donates equipment.

Caterpillar considers Tech Prep a good investment. It prepares students for the workforce and produces applicants who need less on-the-job training, and thus ultimately saves the employers money.

More than fourteen of the teachers most active in the Tech Prep program go to Caterpillar during the summer to learn team concepts. This is done under the aegis of a state Vocational Instruction Practicum, VIP grant, which allows teachers to be present in the workplace. They can then integrate the team concepts they learn with the school curriculum and make use of them in their teaching.

In the long run, Caterpillar has received many benefits from the Tech Prep School-to-Work program, which both allows students to see if a related career is something they would be interested in and gives them opportunities for learning what the workplace is really like. This reduces the likelihood of job jumping after employment, produces better employees, and allows the company the opportunity to select students with better skills and preparation for its full-time workforce.

Tech Prep School-to-Work program allows students to see if a related career is something they would be interested in and gives them opportunities to learn what the workplace is really like.

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Siemens Stromberg-Carlson

With more than one hundred years of U.S. and international telecommunications experience, Siemens Stromberg-Carlson researches, develops, manufactures, and installs the latest in telecommunications technology.[3]

The company has developed a two-and-a-half-year Electronics Technician Apprenticeship Program based on the German dual system with areas of specialization in Equipment Engineering and Telecommunications Technology. Students participate in traditional academic education at Seminole Community College and on-site training at Siemens Stromberg-Carlson.

Each August, qualified candidates are selected to take part in the apprenticeship program, where they receive up-to-the-minute training as Electronics Technicians.

To ensure the quality of training, both hands-on and theoretical, a Master Instructor and a Technical Instructor are provided. Students take approximately twelve credit hours per semester in college and, during the first year of training, receive twenty hours per week of applied instruction at the Siemens Stromberg-Carlson Training Center.

The training also emphasizes career development, team building, and quality awareness. All students meet rigid Siemens standards for certification and receive an Associate Degree in Electronics Engineering

[3] With headquarters in Boca Raton, Florida, Siemens Stromberg-Carlson is the third largest public network supplier in the United States.

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Technology from Seminole Community College in Lake Mary, Florida.

Siemens Stromberg-Carlson pays for the students' college tuition, fees, and books, as well as a stipend for the time spent training at the company.

Local high school students participate in a Youth Apprenticeship Program and Siemens Stromberg-Carlson selects the best candidates from those schools to participate in training that is similar to the full apprenticeship program. The students are taught the fundamentals in their school classes and engage in applied training at the Siemens Stromberg-Carlson Training Center. After they complete high school, and if they qualify, these students will be considered for admission to the full Electronics Technician Apprenticeship program.

Siemens is aware it is costly to train and educate students. But it recognizes it cannot avoid these costs, and that the alternative – to continue to hire applicants who lack basic competence in many areas – is even more costly.

Siemens is aware it is costly to train and educate students. But it recognizes that the alternative is even more costly.

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Motorola, Inc.

Motorola, Inc., operates a technical summer camp called *Explorations*. This camp exposes junior high and high school students to scientists from Antarctica. From interacting with these scientists, the students learn about operating in an unfriendly environment such as the region around the South Pole. Then they work in teams to solve some of the problems related to communications in such an environment.

To encourage their employees to become more skilled, Motorola encourages them to become cross trained; that is, to develop or acquire the skills to operate in more than one role or department. Motorola then compensates them on the basis of the skills they have acquired.

At one of Motorola's manufacturing facilities, job categories have narrowed from fifty to two: line operators and technicians. Line operators, who fall into the lower category, still have to know far more than they did in the past. Then, it was fine to know how to solder components. Now, they must be able to diagnose what is wrong with manufacturing automation.

The rationale for Motorola's involvement in education is based on many concerns, among which are those listed below:

- Overseas competition is better trained.
- Half of their current workforce needs remedial training.
- While sales in 1990 were $10.8 million, training costs were $100 million/year.
- Worker literacy training cost $30 million/ five years, and this was to bring employees up to a level in general math

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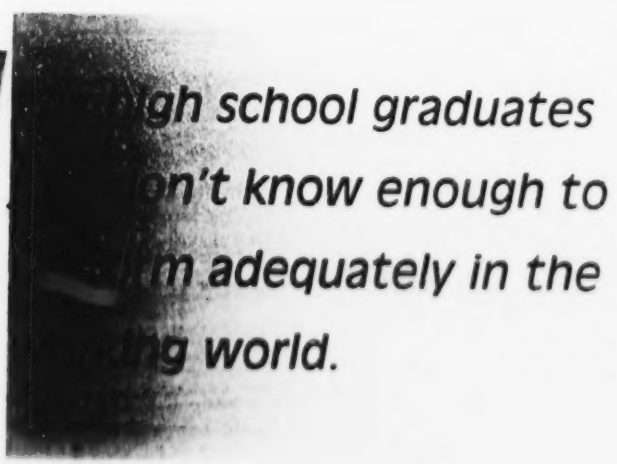
and reading equivalent to the first year of high school.

The company works very closely with Mesa Community College, in Mesa, Arizona, which has set up a series of courses that will educate and train students in the knowledge and skills they need to work as technicians for Motorola. Students at Mesa Community College can elect to take a series of general courses, or to take the curriculum designed specifically for and with Motorola.

To other businesses who may not yet see their role in education, John Robinson, manager of higher education relations and public policy at Motorola University in Schaumberg, Illinois, offers this advice: "Ask yourselves if you're getting what you want and need in new employees. If not, consider what will happen if you do not get involved. Probably, nothing. And you'll continue to have applicants and even employees who need extensive training or retraining."



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Pratt & Whitney

In the late 1980s, Pratt & Whitney[1] analyzed surveys revealing that 30-40 percent of the U.S. manufacturing workforce lacked basic literacy skills and about half the adult population could not read well. It then looked at its own employees and found that many lacked basic skills like the ability to actively participate in learning, to make decisions, work on a team, or solve problems. To remediate these employees, the company estimated, would take about seventy-five hours per employee, and cost thousands of dollars.

Based on this, Pratt & Whitney, which manufactures jet engines and aircraft parts, decided to make a commitment to education and attempt to influence its future workforce. It joined three Tech Prep consortia in Connecticut and then provided time, resources, money, and work experiences to enrich the Tech Prep programs. Since Pratt & Whitney joined the consortia, the company has:

- coordinated the Tech Prep Committee for Engineering Technologies, thus strengthening the three consortia's programs with shared experiences, ideas, and resources.
- provided resources for a teacher-enhancement program to allow Tech Prep guidance counselors and instructors to upgrade their skills through workshops and attendance at Connecticut's annual Tech Prep conference. Workshop topics have included Principles of Technology, Applied Math, Applied Communication, Competency-Based Curricula, AutoCAD, Computer Drafting, and Community-Technical College/High School Partnerships.

[1]Pratt & Whitney is a division of United Technologies.

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- helped with curriculum development at the school level by contributing specific workplace examples and needs; placing a strong emphasis on math, science, and technology; and insisting on the importance of problem solving, teamwork, quality, environmental issues, and communication skills.
- sponsored forty-six high school students in an internship program, by providing paid, meaningful summer employment over the four years of the program and agreeing to pay tuition costs for those who are successful and who opt to attend the local community college.[5]

During the first summer, the students were paid $6.00 per hour, and worked thirty hours per week. They learned about broad but important workplace issues like quality control, health and safety, environmental issues, sexual harassment, ergonomics, decision making, team building, conflict resolution, making presentations, drafting, and so on.

By the end of the sixth week of the internship, the company found that inner-city and suburban students had begun to question and even eliminate the racial/ethnic barriers that had existed between them in the first weeks. It also found that students needed to develop communication skills, positive attitudes, and courtesy at the schoolsite. The company also suggested a much higher level of career guidance for the students, who, they found, had either unrealistic expectations for their careers, or no career direction or aspirations at all.

The students who participated in the program at Pratt & Whitney were generally amazed by what they learned. After two weeks as an intern, one student said, "When I joined the Tech Prep program, I thought it was going to be boring... I only did it for the college credit and the money. After two weeks... I feel totally different... Now the money is not important because I have learned to share my opinions with others, I have learned

[5]There are no commitments by Pratt & Whitney to hire these students, nor requirements for the students to work for the company.

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to communicate better, and have learned many things about the company."

Another said, with some amazement, "For the past two weeks, I have been waking up early, getting dressed in shirts with collars, wearing slacks, shoes, and even ties. I have been to work every day on time!" Yet another said, "In school I was never taught how to work as a team member... then as my first two weeks passed, I learned that teamwork is the best, and sometimes the only, way to do something correctly."

At the conclusion of the first summer, several students were not invited back and the number of eligible students dropped to thirty-six. During their senior year in high school, three of the young women became pregnant and were given leaves of absence from the program. By the end of the senior year, eight additional students chose other courses of interest for further study.

Pratt & Whitney began the second summer with twenty-five students. During this phase, each student was assigned to a full-time job, was paid $6.50 per hour, and worked a forty-hour week. Although they were not yet highly productive workers, they were able to perform basic tasks and continue to learn.

It is important to note that these were *real* jobs, not jobs made up for high school students, or simple mundane tasks. The students were treated as adults and given considerable responsibility.

Twenty-three of these students are now enrolled at Connecticut community and technical colleges, and Pratt & Whitney is paying their tuition. The students must perform at each phase of their education, or they will not be allowed to continue. They must also perform well on the job to have their tuition paid, and they must maintain good grades to continue and return to summer employment.

Pratt & Whitney will begin a teacher-enhancement

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process with direct workplace exposure. In this, it is hoped that ten teachers will work for four to six weeks at the company, for which they will be paid a stipend. However, to qualify for this program, they must have the commitment of their superintendent to allow them to return with curricular changes for September classes.

When the teachers complete the curricular changes and have documented them in their teaching plan, Pratt & Whitney will provide a stipend to cover upgrades to the curricula (books, videos, and so on).

Finally, if the teachers choose, the company will have them do a train-the-trainer workshop for groups of educators, and pay a third, final stipend. The company hopes to pyramid this workplace-oriented approach to reach larger numbers of teachers at a faster pace.

B[redacted]ses nationwide [redacted]ound that this [redacted]tment to education [redacted]reat rewards for them, [redacted]mmunities, and for [redacted] adults.

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Norfolk Public Schools Consortium

Many small companies and industries, as well as government and military organizations and departments, are part of the Norfolk Public Schools/Tidewater Community College Consortium in Norfolk, Virginia. Educators from the school district and the community college are also part of the consortium, whose business/industry/military members work to support Tech Prep in a variety of ways, such as:

- identifying employment needs
- identifying skills for various positions
- serving on curriculum committees
- serving as guest presenters
- hosting site visits for students and teachers
- donating specialized equipment and/or public relations materials
- advocating Tech Prep in public forums
- providing tutoring/mentoring for students
- providing summer intern opportunities for teachers and counselors
- contributing to scholarships for Tech Prep graduates.

Each high school in the consortium has a Tech Prep advisory committee, which annually develops and implements an action plan. This plan, which focuses on both academic and vocational instruction, identifies ways to increase collaboration between academic and vocational teachers, determines staff development activities and ways to recruit students for Tech Prep, and provides support activities – visits to worksites, for example – for identified Tech Prep students.

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Each Tech Prep program has different features. For example, in the culinary arts program, thirty chefs from the Tidewater Chefs Association come to the high school regularly and into one elementary school for fourteen sessions to work with students and teachers.[6]

Students in the foods programs can compete for scholarships to college, Johnson and Wales University, and other culinary institutions in the United States and Europe. Under agreements with the Department of Labor, students can also be apprentices in this program. Competencies have been validated at the secondary and postsecondary levels. A similar program is being developed with the fire department.

In another venture, four Tech Prep students have spent eight weeks in Germany in the last two years as part of an exchange program. There, they lived with host families and worked in their career areas at companies with apprenticeship programs. Norfolk schools and businesses provided similar experiences for four German students each year.

During the 1993-1994 school year, 596 students in the business and marketing careers cluster worked in paid Cooperative Education experiences in 276 firms as part of their secondary program of studies. Many other programs offer short-term internships, long-term internships, and voluntary worksite experiences as an integral part of instruction. Efforts are underway to expand worksite opportunities for students.

At one of Norfolk's five high schools, work is being done in the engineering and technical careers cluster. Representatives of the community college, two universities, several engineering firms, architectural companies, and government/military departments serve on a community support team for their Advanced Integration Model (AIM), sponsored by High Schools That Work. One major project is to identify firms and departments that will provide sites for thirty teachers and

[6]One Norfolk graduate of this program is an intern to the chef on the *Spirit of Norfolk*, a dinner cruise ship.

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counselors to shadow workers for one to two days. Many firms are also willing for AIM students to participate in some work-site experience at a later date.

At two high schools, military personnel from Fleet Technical Support Center Atlantic have tutored Tech Prep students in mathematics. All secondary teachers and counselors and each elementary school in the consortium have copies of a teachers' resource guide – a comprehensive listing of resource persons in business, industry, and government who will offer site visits or will speak to students on a wide variety of topics.

The Norfolk Vocational Education Foundation, Inc., is currently raising funds from the business community to provide four $500 scholarships annually to Tech Prep graduates. Crestar Bank and Leggett Department Store, Lynnhaven Branch, have made generous contributions.

Graduates of Norfolk public schools who receive Tech Prep seals on their diplomas have completed high-level academic courses as well as rigorous technical vocational programs. What draws them to Tech Prep is that they see it as a career pathway rather than a diploma pathway.

The Norfolk consortium shows how well business and industry can work with education to better prepare students for the workforce.

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Norfolk students see Tech Prep as a career pathway rather than a diploma pathway.

Why Get Involved?

When asked why they chose to participate in educational initiatives, the businesses profiled – and other businesses – said:

- *To run your business successfully into the coming century, you need employees who are team-oriented problem solvers, who are articulate, possess functional writing skills, understand human nature, and are fully versed in applied technology. With this range of skills, employees will perform at the world-class level necessary to keep your business competitive.*
- *In educational terms, this means we are lifelong learners and it is our responsibility to show children that education only begins in school.*
- *Business leaders know that if you aren't learning something new all the time and applying that knowledge to your business daily, someone else will. The enormous technical expansion this world is experiencing means that constant learning and applying only give us the ability to compete. Those who settle into the comfort of 'that's the way we've always done it' are either out of business or on their way out.*
- *The benefit of quality education is a workforce that can provide better services and products for the consumers both in the community and beyond.*
- *Business leaders have a unique position in the community. We are looked up to because of our financial success, and this gives us an opportunity to influence a large number of people. As it applies to Tech Prep, this influence will help young people become better prepared for their*

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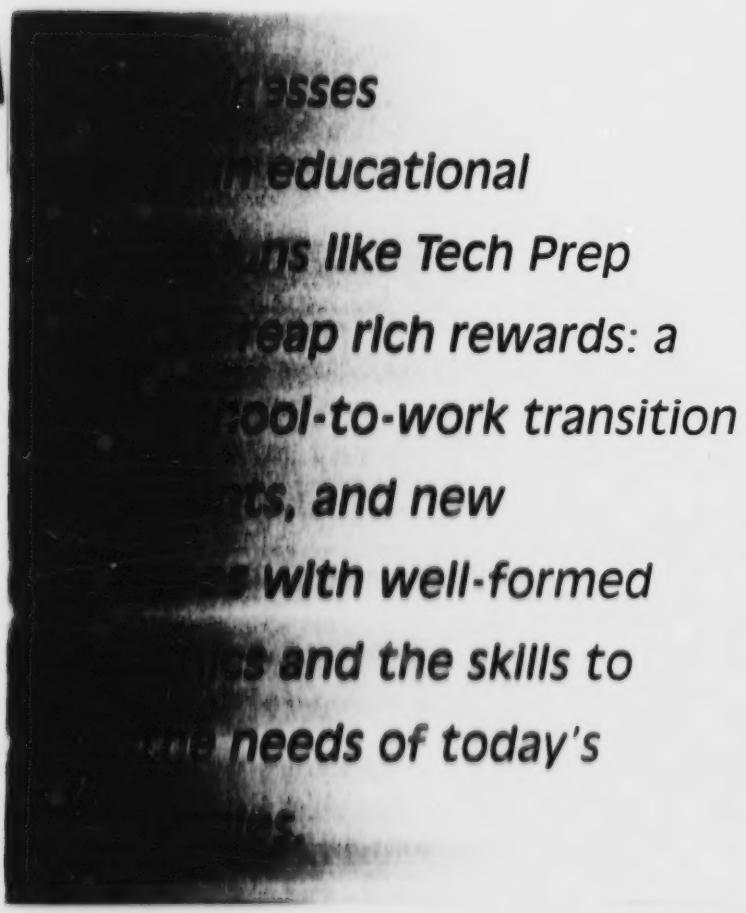
first steps into a career that will have many more consequential changes than the careers of their parents.

- *Businesses commonly relocate to find a better, more suitable workforce. A world-class workforce in any community strengthens the economy of that community by providing more employment.*
- *Business is supported by the community. It is the responsibility of business to support the endeavors of the community, amongst which the education of children is primary.*



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Exemplary Worksite Learning Award Winners

Without the partnerships formed between business and industry, secondary and postsecondary educators, and government, worksite learning programs would be simply a great idea. With active partnerships, a great idea is turned into a great learning tool. To foster such programs and to highlight their success, the Center for Occupational Research and Development started an Exemplary Worksite Learning Award competition through the National Tech Prep Network. The programs of the five top entrants in the first Exemplary Worksite Learning Award competition are featured in the following section.

San Bernardino County Sheriff's Department: First Place

The demand for personnel in the public safety field is increasing, at least in California, which expects to add 20,000 new correctional officers to its existing personnel. The highly technical nature of the field, which encompasses law enforcement, correctional services, and fire services, requires well-prepared entry-level employees. The demographics of the field indicate that the entry of more minorities and women with computer skills and literate bilingual personnel is imperative.

Because of these factors, Rialto High School has developed a Public Safety Tech Prep program in conjunction with the San Bernardino County Sheriff's Academy, the San Bernardino Valley College (SBVC) Public Safety Department, and the Rialto Unified School. The Work Experience

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teacher and the Director of Vocational, Regional Occupational Programs, and Adult Education at Rialto High School met with representatives of the other entities involved to identify criteria for student participation. These criteria were then disseminated at departmental and general staff meetings.

The program includes a two-year internship at the Sheriff's Department. This worksite internship is open to both secondary and postsecondary students and is offered at the department's regular training facility in San Bernardino County. Instructors from the department teach students all day on Saturdays. By their participation in this internship, Rialto High School students can obtain ten units of work experience toward their high school diploma. Later, because of articulation agreements with San Bernardino Valley College, they can qualify for twenty-three college units.

At the school site, instructors from the Sheriff's Department team with high school teachers. High school instructors teach academic skills, foreign language skills, and basic computer skills. They also help students understand the work ethic and team participation, since these employability skills are vital to those working in the public safety field. Department instructors help students develop competency in the computer software used by public safety agencies, and foster work-related bilingual literacy.

The desired outcomes of this Tech Prep program include entry-level employment, which can provide income for continued education as well as field experience, and further education at a two- or four-year college. The employment opportunities include those for a sheriff's custody specialist, community service officer, forensic specialist officer, security officer, or dispatcher. Strong business involvement – from Wells Fargo Bank, Stater Brothers, West Valley Detention Center, Colton Police Cadet Program, and the San Bernardino County Sheriff's Department – includes an offer of employment to students who successfully complete the Tech Prep program.

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The program started in the fall of 1994, and in May 1995, thirty-four high school students completed the first worksite program. Their results were excellent. Forty-one percent of the students improved their attendance at school and increased their overall grade point average.

Breithaupt Career and Technical Center: Second Place

General Motors, Chrysler, Ford, Michigan Chef De Cuisine, National Restaurant Association, and Milford Fabricating Company are some of the eighty business partners involved in the Breithaupt Career and Technical Center Tech Prep programs. These include an ASE-certified[7] automotive technology program and a food management program.

Mission, staff development, curriculum, linkages, prioritization, funding, implementation, marketing, and evaluation are the nine key areas on which the Tech Prep model is based. Student success is, of course, the focal point, and so administrative articulation agreements have been developed to foster this goal. These were developed between district representatives, principals of all participating high schools, presidents of all postsecondary institutions, consortium representatives, and executive officers of key business and industrial partners.

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The Breithaupt executive staff and consortium representatives were initially trained in Waco, Texas, and then the entire Breithaupt staff and all consortium representatives were trained in Detroit. T-shirts, caps, and buttons highlighting the Automotive Technology program were produced and distributed to increase awareness, as was a Tech Prep newsletter.

A curriculum development team was organized for each instructional area of the program, and a workshop was held to identify related work competencies and job skills for each program area. An integrated applied communication and

[7]Automotive Service Excellence.

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mathematics program was then aligned with the competency-based programs, using the objectives of the Secretary's Commission on Necessary Skills and the Michigan Education Assessment Program as well as the program competencies identified in each area.

Teaming academic mathematics and communications instructors with classroom instructors resulted in a math/science instructor teaching the *Principles of Technology* curriculum to students in the Welding and Machine Tools program. The team teaching was enhanced by the creation of an in-house television studio, on which lessons were presented live for the entire student body. Videotapes of the lessons were created for later viewing.

Strong employer participation resulted in job-shadowing opportunities and paid work experiences for students. In the last semester of their program, students participate in job shadowing and paid work experiences for four days a week. On the fifth day, they debrief.

Students in the program have repeatedly won medals in local, state, and national skill and leadership competitions. Many students have increased their grade point averages and this has led to their receiving scholarships.

Workforce Preparation Initiative: Third Place

In September 1993, a group of people in East Peoria, Illinois, decided they had to address the reality that the education sector cannot purchase the equipment or develop the curricula needed to meet the employment needs of a rapidly changing workforce.

By January 1994, representatives from four high schools, Illinois Central College, fourteen small machining companies, and Caterpillar Inc., were ready to implement a pilot program. First they held an all-day project-management seminar at

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which they discussed the following issues:

- objectives of management training
- characteristics of a project
- functions of project management
- project planning process
- project charter contents
- creating a Workforce Preparation Initiative (WPI) charter project activities identification
- network analysis and development
- critical path activities
- creating a chart from the activities identified for the WPI.

Subcommittees were established to expedite the activities needed to meet the four objectives established for the project. The subcommittee subjects included employability standards, marketing, internships, developing the organization needed to administer internships, standards for selecting interns, curriculum development, evaluation, and shadowing experiences.

Forty students compete for the twenty slots available each semester in the program. Applicants must provide school transcripts, a resume, and a letter of interest. They must be tested for mathematics, reading, and problem-solving skills, and be interviewed twice, once by a school representative, and once by a Caterpillar employee.

After completing 150 hours of school-based learning at Illinois Central College, the high school junior interns experience 100 hours of worksite learning. Worksite mentors are assigned to help train and guide the students during their two-day stint at each work station. The interns gain some technical experience and insight into the way mathematics, science, and other educational tools are used in the work environment.

After their junior year, ten of the original students continued as seniors to gain experience in a variety of small manufacturing companies, thus gaining another 250 hours of training. The senior phase of the program will be expanded to 500 hours; eight high schools will participate; several Caterpillar

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worksites will participate; and the program will be open to all Tech Prep secondary schools in the Tech Prep for Central Illinois Consortium (TPCIC). A new pilot is also being planned for another industry, probably health care.

The four-year Manufacturing Technology Curriculum developed by TPCIC not only addresses specific course content and sequence, but also revises the outcomes expected from courses such as mathematics and science. These revised outcomes ensure that the skills students learn actually relate to the real world.

The four separate school systems represented by TPCIC worked closely on the curriculum, reached consensus, and implemented a program at all the schools. This collaborative effort has yielded favorable results. The interns receive not only work-based experience and a hands-on introduction to the world of manufacturing, but also an introduction to the employability skills desired by employers.

The small machining companies involved in the program are excited about it, and give the junior interns the opportunity of working during the summer for their companies. Most students respond well to the additional workload of the program, and in many instances have improved their performance in regular academic classes. Parents are enthusiastic about the program because their children are thinking seriously about their future careers and the paths required to qualify for them.

Kentucky Tech: Shelby County AVEC
Tech Prep Program: Fourth Place

A four-year (2+2) experimental secondary prenursing program designed to articulate with Kentucky Tech resulted from a needs assessment conducted by four high schools and two postsecondary schools, with input from business and industry. The Kentucky Board of Nursing expressed excitement about the program, which leads to articulation into the

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registered nurse program at Kentucky State University (KSU).

The course is designed as a two-year secondary program starting with the junior year. Successfully completing this course gives students the credentials necessary to begin entry-level nursing. After meeting admission requirements, students can get articulation credit into the Kentucky Tech Practical Nursing Program. Articulation credit is given to any student completing the practical nursing program (PNP) and meeting the admission criteria for KSU. Certification/licensure and employment at any exit level are the measures of student success.

After an in-depth study, it was decided that 385 hours of credit would be granted by the PNP to health service students, or sixteen hours of the associate degree program to practical nursing students choosing to articulate.

The secondary prenursing program was implemented as a two-year program for juniors and seniors in the 1991-1992 school year, with teachers in health services, anatomy and physiology, and applied mathematics teaching collaboratively. Students attended class for three hours a day learning theory, mastering skills, and participating in worksite learning experiences. Seniors could be preceptored at seven healthcare facilities.

To articulate to the PNP and later to the registered nursing program, a student must have earned a Nursing Assistant certification, obtained Cardiopulmonary Resuscitation/Basic Life Support and First Aid certification, and met admission requirements to both the postsecondary institutions.

After high school graduation, students take microbiology and English in the summer. Then in the fall, they begin the PNP and take anatomy and physiology and nutrition at KSU. Half the students' next nine months is spent applying in the healthcare facilities the knowledge they are learning in the classroom.

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One instructor is the primary educator of the program, but specialty instructors from Jefferson State add their expertise in childbearing, pediatrics, and psychiatric nursing. Students are enthusiastic, and after completing the practical nursing program, are able to take an exam for licensure. After passing this, they are admitted to the KSU nursing program in the first semester of the second year. After one year in the ADN program, the students are eligible to take the exam for registered nurse licensure.

Since its inception, forty-three students have earned Nursing Assistant certification through this Tech Prep secondary prenursing program. Of these, ten are ready to begin the senior year of the program, and nine have earned LPN status. Eight others are beginning their PNP articulation, three have articulated into the ADN program, and two others have completed it. All students who attained LPN and RNA status are employed in local industry.

Many others have chosen to exit after high school graduation or at the practical nursing level, and are employed in the health field. Students in the high school program have worked parttime as Certified Nursing Assistants, and other students have chosen to attend health-related collegiate programs throughout the Commonwealth of Kentucky.

Ascension Work Force 2000 Work-Based Learning System: Fifth Place

This work-based learning system was developed by a partnership formed in Ascension Parish, Louisiana. The partnership is made up of educational agencies, industrial plants, and local government. Representatives of each of these entities formed an oversight council to develop a system to give students worksite opportunities and to articulate from secondary to postsecondary institutions with advanced placement credit.

Secondary vocational and technical school instructors have developed a curriculum that avoids duplication and allows

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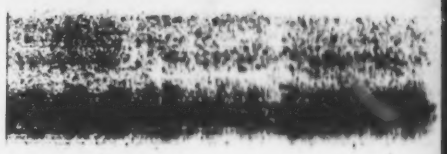

students to articulate to Ascension Technical Institute (ATI) with higher skills. The program helps high school students select a career path at the ninth-grade level that will enable them to gain employment in a related field during their senior year, receive advanced placement credit at ATI, and have the option of enrolling at Southeastern Louisiana University (SLU), where they receive advanced placement credit and pursue an associate or bachelor degree.

The Ascension Work Force 2000 School-to-Work System begins each year when the EDITS Career Assessment Instrument is given to eighth-grade students. Counselors meet with students and parents to select a career path and design a four-year plan of study for the student.

During ninth, tenth, and eleventh grades, the students pursue the four-year plan of study. To apply for the program, students interested in the work-based learning program must complete a structured course of study.

Twelfth-grade students doing work-based learning attend school for four periods, and go to the worksite each day for at least four hours. Upon graduation, work-based students gain immediate entry into ATI and are given advanced placement credit for coursework. Students continue at the same worksites while training at ATI, and after completing the program there, students may seek full-time employment or attend SLU with advanced placement credit while continuing at their worksites.

The program has resulted in a productive relationship between schools, local government, and business and industry. Government and business/industry feel included in the educational system, since their input is valued. Industry has also offered to upgrade software and equipment where funding is not available to allow schools to stay current with their equipment. Employers involved in the program have even begun hiring teachers during the summer months to both teach them and let them experience the new technology.

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A Vision for the Future

All the companies featured in this booklet are helping form the employees of the future. Still more can be done. Currently, the efforts of many educators are being directed toward integrating school-to-work components into high school and community college curricula.

The Center for Occupational Research and Development has developed a model for curriculum integration at different levels and of varying complexity: of secondary and postsecondary curricula; of technical and academic curricula; of employability skills, skill standards, and academic basics; and of schoolsite and worksite curricular components. Using the model, business/industry representatives and educators can determine when in the students' development and to what levels of competence certain academic and job-related knowledge/skills should be taught.

Employers can also define the skills/knowledge that can be taught most successfully at the worksite, and help educators understand how another skill or work-related concept can be presented adequately at school. They may also add to the curriculum the skills needed in their industry.

Employers will benefit in the long term by harvesting a crop of students with skills and knowledge that make them immediately employable, and by reducing the cost of training and retraining. In the short term, employers will be involved in shaping the program of study being taught in their area.

But all this depends on you – the business/industry component of the educational equation. You are vital to the success of any integrated program of study like Tech Prep. Your future job applicants need you.

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The corporate affiliates of the National Tech Prep Network include:

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